

1

MY FAVOURITE PLACE

SB PAGES 4, 5, 6 AND 7

Objectives

- To revise personal information.
- To revise imperatives.
- To revise vocabulary related to the house, neighbourhood, family, weather and professions.
- To share personal information and talk about others.
- To read for specific information.
- To revise parts of speech.
- To infer ideas from a picture.
- To identify common and proper nouns.
- To listen for specific information.

Language Focus

Production

- I've got... eyes.
- He / She is friendly.
- He loves playing games. She likes bracelets.
- Do you often visit your relatives? Yes, I do. / No, I don't.

Vocabulary

Production

- Parts of the body (eyes, hair)
- Adjectives (short, long, straight, blonde, dark)
- Parts of the house (bedroom, kitchen, garage)
- Places (park, cinema, restaurant, museum)
- Professions (doctor, teacher, police officer)
- Common and proper nouns (cousin, Camila)
- Prepositions (on, in, under, next to, behind)
- Personality adjectives (curious, analytical, trendy)

Introduce yourself and explain to students the way in which they are going to work this year.

Invite them to introduce themselves to the class and give personal information so as to get to know each other. Below is an idea you may put into practice:

Bring rectangles of construction paper (3 x 5cm). Write students' names on the cards and place them in a container. Have each student take a card and ask them to write a description of the person whose name is on the card. Encourage students to describe their partners' physical appearances and tell them they can add information about their personal characteristics.

For example: *He has got (brown) eyes and (long) (blonde) hair. He wears glasses. He's tall.*

He's friendly. Who is it? Tell students to glue the descriptions over their name cards to make a flap that lifts up. Invite students to come to the front one at a time and read their descriptions for the class to guess the corresponding student. Have students lift the flap to show the name when the class guesses correctly.

PAGE 4 AND 5

This section introduces the topic of the unit in a double-page spread photo. It provides a good opportunity to revise structures, present new vocabulary and activate students' background knowledge. As the students do the activities in the unit, they reflect on different aspects of the topic. This section also has a double purpose: it can be used to present structures and language issues at the beginning of the unit and / or for self-evaluation at the very end. Bear in mind that it is of great help for students to know in advance what structures are going to be worked on. In this way, they can have a general idea and get ready for the learning process.

Once you have finished a unit, go back to this self-evaluation sheet and reflect with the class upon the group performance. Students should put a tick in the corresponding box: *quite well* or *not yet* to show whether they can identify language functions and use the structures introduced in the unit.

To introduce this unit, invite the class to open their books on pages 4 and 5 and direct students' attention to the teens in the photo. Describe one of them and encourage the students to identify her / him. Invite a volunteer to describe another teen for the rest of the class. Once the students have identified the person, ask them to add more details to the description. Repeat the procedure so that they describe all of the teens in the photo. Draw two columns on the board and write the vocabulary the students mention under: *Physical characteristics* and *Clothes*. Then, read the unit title aloud and invite the class to infer ideas from the photo; for example: *What does the first boy like doing? What does the girl next to him like doing? Do they like music? Do they like dancing?, etc.*

1 Look and listen. 01

Listen and read Eco's introduction with the description of his favourite activities and his personality. Encourage the students to talk about their preferences, personalities and activities.

TRACK 01 01

Eco: *Hello there! I'm Eco. I care about the environment and I always take green actions. I'm very sociable and I like making new friends. Tell me about you!*

PAGE 6

1 Read and tick (✓) the correct answer.

Tell students to read the webpage and tick the right answer for each of the two questions. Explain that they do not have to focus on specific information but to get the gist and analyse the layout of the page. Encourage students to understand the meaning of new words from the context. Once they have finished, check the answer and discuss the reasons for it.

ANSWER KEY

1 b; 2 c

Additional Activity

You can take advantage of Olivia's webpage and divide the class into two teams. Assign the first part of the text where Olivia describes her family and routine to one team and to the other team, assign the part where Olivia speaks about her cousin. Ask each team to make as many questions as possible about their part of the text (e.g.: *How many brothers and sisters has Olivia got? Where does she live?*).

Once the teams have finished, they should ask each other the questions they have written down. You can draw this chart for them to fill in the information:

Names	Olivia	Sofia
Nationality		
Family		
Professions		
Favourite activities		
Physical appearance		
Personality		

PLANET WARRIORS TIPS

Reading Benefits

Tell students to read in English as much as they can. The more they read, the more words they will come into contact with. Reading stories will help them develop their imagination and thus their creativity skills will be enhanced. Meanwhile their vocabulary will be increased without their even noticing it!

2 Read again and complete the sentences with the verbs.

Have the class read the sentences in connection to Olivia's webpage and complete with the missing verbs from the box. Call volunteers to read their answers and carry out class correction.

ANSWER KEY

1 doesn't live; 2 hasn't got; 3 work; 4 are; 5 knows; 6 is; 7 has got; 8 doesn't know

3 Now discuss Olivia's questions in the post with your classmate.

Invite the class to answer Olivia's questions: *What about you? Where do you live? Do you often visit your relatives? What do you do together?.* Pair up students and monitor their performance while they act out the conversation.


ANSWER KEY

Students' own answers

PAGE 7

Eco Grammar

This grammar board will help students focus on the use of common and proper nouns. Go through the examples with the whole class and give students time to compare the uses and forms. Analyse the definitions and draw students' attention to the differences between these nouns and also to the use of capital letters for proper nouns. Copy the examples on the board and encourage students to provide more instances.



4 Underline all the proper nouns in the post.

Encourage students to find more examples of proper nouns in the post and compare their answers to their classmates'. Once they have finished, call some students at random to check replies.

ANSWER KEY

Olivia; London; Santiago; Mateo; British; Mexican; Sophia; Argentina; England

5 Listen and circle the correct option.



Invite students to look at the photos and to describe the children. You can encourage the class to infer, from the photographs, their ages, nationalities or any other additional information. Give students some

minutes to read the information in silence and guess which option could be correct.

Then play the audio file and ask them to circle the correct option. Give them time, pausing after each extract for students to confirm or deny their predictions. To check, invite volunteers to read their answers.

TRACK 02 02

Girl 1: *My name's Emilia. I'm fourteen. I've got a brother and a sister. We're from Chile and we live in a small town near the sea. My father is a chef and he cooks delicious food. He works in a restaurant. That's one of my favourite places in town!*

Boy: *Hi! I'm Harry. I'm twelve years old and I live in the countryside. I live with my mum and my dad. I haven't got any brothers or sisters. My grandparents live near my house and I usually help them in their farm. There are a lot of trees and animals but there aren't any cinemas or shopping centres here. I don't care because there's a river near my house and I can go kayaking and swimming with my friends. I never get bored!*

Girl 2: *Hello! My name's Emma. I live in a flat in Toronto, Canada. I share my bedroom with my sister. It's my favourite place in the house because it's comfortable and warm. There are two beds and there are two desks. My desk is next to the window and I can see the big park opposite my building. It's a beautiful view!*

ANSWER KEY

1 a sister 2 small 3 father 4 restaurant 5 mum 6 near
7 usually 8 cinemas 9 kayaking 10 flat 11 sister
12 warm 13 desks 14 next to 15 opposite

6 Complete the comment to Olivia's post.

Tell your students to make a comment to Olivia's post using the prompts in the activity. Encourage them to complete the information about themselves.

ANSWER KEY

Students' own answers

SB PAGES 8 AND 9

Objectives

- To introduce the idea of existence: *there be*.
- To complete sentences.
- To describe pictures.
- To ask and answer questions.
- To predict information.
- To listen for specific information.

Language Focus

Production

- There is a (red carpet). / There isn't a (chair).
- There are some (posters).
- There aren't any (lamps).
- TIs / Are there... ? Yes, there is / are. / No, there isn't / aren't.
- How many... are there?

Vocabulary

Production

- Prepositions of place (on, in, under, next to, behind)
- Parts of the house
- Furniture and electrical appliances
- Holiday activities

Additional Activity

Draw circles on the board with the following words as headings: *Rooms in the house, Places in the neighbourhood, Family, Weather and Professions*. Bring index cards with words related to the different topics to revise vocabulary. Invite students to take a card and stick it under the correct heading. You may divide the class into teams. The teams that spell the word correctly get an extra point.

1 Look at the photo and write *T (True)* or *F (False)*.

After previously describing Olivia's room, ask students to read the statements about this favourite place in the house and write *true* or *false* in connection with the picture.

ANSWER KEY

1 T; 2 T; 3 F; 4 F; 5 T; 6 F

2 Listen to Olivia and put a tick (✓) or a cross (X). Then read and match.



First, ask students to interpret and name the items they have to tick or cross. Then play the audio file and make pauses for students to tick or cross under the pictures.

Finally invite them to answer the questions in the activity by matching the answers on the right.

ANSWER KEY

Ticks for pictures: 3, 4, 5 and **crosses for pictures:** 1, 2, 6.

1. No, there aren't. 2. No, there isn't. 3. Yes, there is.

4. Yes, there are. 5. Yes, there is. 6. No, there aren't.

PAGE 8

Eco Grammar

Eco's board introduces the forms and use of **there + verb to be**. You may use this board to revise by going through examples with the whole class. Give students time to analyse and compare the forms. Also focus the attention of the class on the use of **some** and **any** for affirmative and negative/interrogative sentences respectively. To actively practise these grammar items invite the class to describe and write sentences about the picture shown in activity 1.



Olivia: *Hi there! I'm with my cousin Sophia and we're reading your questions about my eco-friendly house. Sophia is choosing some questions about my bedroom and I'm going to answer them in this video.*

Sophia: *OK, the first question is: are there any plants in your room?*

Olivia: *No, there aren't. I like doing crafts with recycled materials and I decorate the room with flowers. There are some flowers on the wall but they aren't real.*

Sophia: *Next question: is there a TV in your bedroom?*

Olivia: *No, there isn't. There is a laptop on my desk and I sometimes use it to watch series.*

Sophia: *And are there any rugs?*

Olivia: *Yes, there are. There are three small pink rugs near the window.*

Sophia: *And there is a red carpet. It's very soft! Another question: are there any big lamps?*

Olivia: *No, there aren't. There are two small lamps and I only use them in the evening. My bedroom is always full of natural light.*

Sophia: *It's true! I like that! And the last question: is there a bed for Sophia in your bedroom?*

Olivia: *No, there isn't. Ha ha ha! But there is a guest room for Sophia so she's fine.*

Sophia: *Yes! It's beautiful! We can show it in our next video.*

Additional Activity

Encourage your students to change the position of the furniture and add more items to the picture of Olivia's bedroom. To correct, call some volunteers to read what they have created. They can contrast Olivia's room to theirs by saying : *In Olivia's room there isn't a TV, in my imaginary room there is one.. etc*

ANSWER KEY

Students' own answers

3 Look and answer.

Followers to Olivia's webpage want to know more about her eco-friendly lifestyle. Have the class look at the pictures and answer. Carry out class correction at the end.

ANSWER KEY

1 There are twenty solar panels. **2** There is one cat. **3** There are fifteen windows. **4** There are five electrical appliances. **5** There are twelve cycle lanes. **6** There are seven shops.

Additional Activity

Twenty Questions: Tell students you are thinking of a part of your house (*kitchen*) and have them guess what it is. Tell them they can ask twenty questions beginning with *Is / Are there... ?* but you can only answer *Yes or No*; for example: *Are there any beds? No, there aren't. / Is there a table? Yes, there is.* Invite a student to take your place and do the same. Repeat the procedure several times.

4 Describe your dream bedroom and draw.

Invite your students to describe their bedrooms on a slip of paper and ask them to hand them in to you. Shuffle the slips and distribute them back to the students to read their peers' descriptions and guess whose bedroom it is.

ANSWER KEY

Students' own answers

5 Ask your classmate about their dream bedroom. Then complete the table.

Now students must ask their peers about their dream bedrooms and compare their answers completing the table. Emphasise the importance of listening to each other's descriptions as they will have to draw and write conclusions about similarities and differences. Monitor performance and then ask volunteers to read aloud what they have written in their tables.

ANSWER KEY

Students' own answers

SB PAGES 10 AND 11

Objectives

- To talk about and describe personality types.
- To read and identify a type of webpage.
- To read for specific information.
- To talk about likes, dislikes and preferences.
- To revise the Present Simple tense.

Language Focus

Production

- I (don't) like / love / prefer + noun / verb -ing.
- He loves singing and dancing.
- *She likes designer clothes.*
- *Do you like wearing accessories?*
- *Yes, I do. / No, I don't.*
- *What do you like doing?*

Vocabulary

Production

- Personality adjectives

making friends. (Sociable) The team that answers correctly can get an extra point by giving another example for the adjective.

1 Read the online forum and tick (✓).

An online forum is a web-based discussion platform where users can post messages and engage in conversations. Tell students to read the forum and tick the right answers. Explain that they do not have to focus on specific information but to get the gist and analyse the layout of the page. Encourage students to understand the meaning of new words from the context. Once they have finished, check their answers.

ANSWER KEY

Ticks in a, b, c, e

PAGE 11

2 Listen to Olivia and Sophia's replies to the posts and complete. 04

Invite students to listen and read the replies and think who they are for. Play the audio file for students to complete the blanks with the words in the box. Then ask a volunteer to read one reply and find the connection between the answer and the person, focusing on specific vocabulary related to personal characteristics. Encourage students to do the same with the rest of the sentences.

Invite some volunteers to read the answers aloud to check. Finally, ask the class if they have any of the characteristics mentioned or if they share any interests with the participants of the forum.


PAGE 10

PLANET WARRIORS SOCIAL EMOTIONAL LEARNING

Recognising our own feelings and interests. Students are individuals with a lot to contribute to the class. Try to include many activities aimed at encouraging students to share their thoughts, opinions, feelings and experiences with their classmates.

Additional Activity

Divide the class into two or three teams. Explain to students that you are going to read a description of a personality adjective for them to identify. Write the number of letters the word has, to give them a hint; for example: 8 letters. *I like meeting new people and*

TRACK 04  04

Narrator: One

Olivia: Well, I guess you're trendy. Clothes and fashion can also tell you about personality. I love wearing bracelets!

Narrator: Two

Sophia: You're right. We don't like using labels but the test helps to reflect on our personalities. We're eco-conscious, too. What green actions do you take at school?

Narrator: Three

Olivia: Me too! I like knowing about the latest things and I'm interested in people's lives. This doesn't mean I'm a gossip. I just care about others!

Narrator: Four

Sophia: You're a geek! I'm sure you're a computer expert. I like technology, too!

Narrator: Five

Olivia: You're an artist. Tell your parents that you aren't analytical and you prefer using your imagination to express yourself.

ANSWER KEY

1 trendy (Oliver); **2** eco-conscious (Mike); **3** gossip (Holly); **4** geek (Emma); **5** artist/analytical (Robert)

3 Read the forum again. Complete the sentences with the username and the verbs in the correct form.

Ask a volunteer to read the example and explain to the class that they have to read the forum again. Then they must complete the sentences with the username and the verbs in the correct form. Remind students they should take into account the meaning of the emojis and the verbs presented in the grammar board previously. Carry out class correction at the end.

ANSWER KEY

1 Mike hates using; **2** Holly loves knowing; **3** Emma doesn't like going, she prefers connecting ; **4** Oliver likes wearing/ he loves buying; **5** Robert hates not moving/ he doesn't like studying

4 Guess about your classmate and write. Then ask and check.

Invite students to guess about their classmates' preferences. Invite them to write their ideas on the note below the activity using verbs of preference. Then, get some students at random to share their ideas with the class.

ANSWER KEY

Students' own answers

Eco Grammar

Draw students' attention to the grammar board to revise the use of the Present Simple tense to talk about **likes, dislikes and preferences**. Go through the examples with the whole class and give students time to compare the forms. Focus on the types of words that take the verbs, and direct students' attention to the fact that the verb following: **love, like, hate and prefer** is formed with **-ing**.



SB PAGES 12 AND 13

Objectives

- To predict information.
- To read and listen for specific information.
- To ask and answer questions.

Language Focus

Production

- What do you like doing?
- There are many solar panels.
- *She doesn't like making videos.*
- *Do you like (visiting museums)? Yes, I do. / No, I don't.*

Vocabulary

Production

- Places
- Holiday activities

PAGE 12

PLANET WARRIORS SUSTAINABLE DEVELOPMENT GOALS



N° 11 - SUSTAINABLE CITIES AND COMMUNITIES

This goal focuses on making cities and towns inclusive, safe and sustainable. People should have access to basic services, housing and transportation. Encourage your students to explore the concept of inclusive communities and respect diverse backgrounds.

1 Label the photos.

Have the class interpret the pictures and match them with the words in the box. Correct with the whole class. This previous warm-up of vocabulary will help students comprehend the following listening activity 2.

ANSWER KEY

1 market; 2 clothes shop; 3 palace; 4 park; 5 underground; 6 museum; 7 theatre; 8 cycle lane

2 Olivia and Sophia are making plans. Listen and tick (✓) the activities and places they mention. 05

Now invite the class to listen to Olivia and Sophia's plans. They should tick the places the girls mention in their conversation. Play the audio file and make pauses for the class to tick the pictures, you may re-play it one more time to confirm the students' choices.

TRACK 05 05

Sophia: *I'm having a great time here! And I like staying in your eco-friendly neighbourhood. What can we do tomorrow?*

Olivia: *There are so many things in London! I've got a list with possible sustainable activities to do and places to see tomorrow.*

Sophia: *Cool! Do you like making videos for your channel? You can share our day with your followers.*

Olivia: *That sounds good! The weather is nice so I think we can cycle. There are a lot of cycle routes and we can ride our bikes to different parks.*

Sophia: *That's a great idea! I love riding bikes and I want to see Hyde Park.*

Olivia: *We can definitely go there! There is a big lake and there are birds and even bats! There is a rose garden, too.*

Sophia: *And is there a pet cemetery?*

Olivia: *Yes, there is. But it isn't open to the public. From Hyde Park, we can cycle to Kensington Gardens and St. James's Park, too. And we can show some historic buildings like Kensington Palace and Buckingham Palace.*

Sophia: *Sure! I like seeing famous places. Are there any museums near there?*

Olivia: Yes, there are. I think that you'll love visiting the Natural History Museum. And we can see more museums some other day.

Sophia: OK, and where can we eat? Are there any eco-friendly places?

Olivia: Yes, there are. There are more and more vegetarian and vegan restaurants in the city. And there are sustainable markets, too.

Sophia: I'd love to go to Borough Market. I know that there are local products and water fountains to refill our water bottles.

Olivia: Yes! It's one of my favourite markets. I like trying different food items.

Sophia: Me too! So, that sounds like a perfect plan for tomorrow! Thanks, Olivia!

ANSWER KEY

Tick in pictures: 1; 3; 4; 6; 8

3 Listen again and write *T (True)* or *F (False)*. 05

Now ask the class to listen to the conversation again to answer *true* or *false* next to each statement.

Correct with the whole class.

ANSWER KEY

1 T; 2 F; 3 T; 4 T; 5 F; 6 F; 7 F; 8 T

4 Now answer with your classmate.

To make learning more meaningful and relevant to your students, encourage them to answer the questions in this activity. Assign pairs and monitor their performance, have them write their peers' answers and at the end share their reports with the rest of the class.

ANSWER KEY

Students' own answers

CLIL

ART AND SCIENCE:
Eco-neighbourhoods**1 Read the article and answer.**

Before starting the reading activity you can trigger answers about the topic of eco-neighbourhoods by asking students: *What elements can make a neighbourhood eco-friendly? Why do you think it is important to have an eco-neighbourhood?* Write the students' answers on the board to go back, after the reading is over, to see if they were right in their predictions.

Invite the class to start reading silently with the purpose of understanding the gist of the article and assist them with the new vocabulary. Leave the initial question *What eco-friendly characteristics can you see in the photos?* till the students finish reading the text. Once they have finished ask them to connect the pictures with what they have read and complete the question at the top. Carry out the correction with the whole class and encourage students to give their opinion about the topic, you can ask: *Would you like to live in an eco-neighbourhood? Why? How can we contribute to make sustainable neighbourhoods possible?*

ANSWER KEY

1. green roofs; **2** community gardens; **3** charging stations

STEAM
PROJECT**STEAM PROJECT****2 Make a model of an eco-neighbourhood.**

Invite the class to design a model of an eco-neighbourhood. You can give some advice by mentioning characteristics of an eco-neighbourhood such as:

- Renewable energy: solar panels, wind turbines.
- Green spaces; parks, community gardens, trees to improve air quality.
- Water systems to collect and reuse rainwater.
- Energy efficiency; led bulbs to reduce consumption.
- Waste recycling.
- Alternative transportation like cycling, walking and electric vehicles.
- Support local business to avoid long distancing shops.

Once they have created their designs you can exhibit them in the classroom and promote them within the school community to raise awareness on the subject.

PAGE 14

This section has been created to integrate all the functions, notions and vocabulary presented throughout the unit. Students use the language to complete a task related to a topic of a specific subject. And they also reflect on different personal aspects and on relationships to increase their social and emotional skills.

1 Complete the questions and answer about you.

To engage your students in meaningful exchanges you can use the questions in this activity to role play in class. Ask them to complete the questions with the words in the box and then move around the classroom to quiz their peers. They can record the answers and then report their findings with the rest of the class.

ANSWER KEY

1 How old; 2 When; 3 Where; 4 What hair; 5 Have

2 Look and write true sentences about your bedroom. Use *There is*, *There isn't*, *There are* or *There aren't*.

Have students recall their bedrooms and answer to the picture prompts in this activity. Remind them to use *there is/are/isn't/aren't* in their replies.

ANSWER KEY

Students' own answers

3 Complete with your preferences. Then ask two classmates and compare your ideas.

Address your students' interests by encouraging them to complete the chart and then ask their classmates' preferences. Call volunteers and have them compare their answers by saying: *I love playing sports but Cinthia loves reading.*

ANSWER KEY

Students' own answers

This set of reinforcement activities can be used when students need extra written practice of vocabulary or a specific language structure. These activities can also be solved at the end of the unit to integrate and consolidate all the concepts learnt.

1 Complete the comments to Olivia's post on page 6.

1 'm; 2 are; 3 's; 4 likes; 5 read; 6 's; 7 ride; 8 live; 9 've got; 10 do; 11 are; 12 's; 13 's; 14 go

2 Read the comments again and write T (True), F (False) or DS (Doesn't Say).

1 F; 2 T; 3 DS; 4 T; 5 DS; 6 F; 7 T; 8 F

3 Circle all the proper nouns in exercise 1.

Amelia; Scotland; Glasgow; Grace; Santiago; Colombia; Cleo; Frankie

4 Look and complete the sentences.

1 there is; 2 there are; 3 there isn't; 4 there is; 5 there aren't; 6 there is; 7 there aren't; 8 there isn't

5 Answer about your bedroom.

Students' own answers

6 Answer.

Students' own answers

7 Read the descriptions and complete the crossword.

1 trendy; 2 geek; 3 analytical; 4 artist; 5 eco-conscious

8 Complete the sentences. Then number the photos.

1 loves doing / likes playing; 2 likes singing / doesn't like listening to; 3 likes riding / hates taking; 4 doesn't like buying / loves growing / preparing; 5 loves watching / doesn't like hearing

Pictures from left to right: 5; 3; 4; 1; 2

9 Draw your preferences. Then write.

Students' own answers

10 Look and write T (True) or F (False). Correct the false sentences.

1 T; 2 F. There isn't a wind turbine; 3 T; 4 T; 5 F. There isn't an electric bus; 6 F. There isn't a lake; 7 T; 8 F. There aren't any underground stations.

11 Circle the correct option. Then answer.

1 do; 2 do; 3 do; 4; does; 5 do

Students' own answers

2

RULES

SB PAGES 15, 16 AND 17

Objectives

- To talk about rules.
- To listen for specific information.
- To express obligation and prohibition.
- To ask for permission.
- To classify information.

Language Focus

Production

- *Can I go to (the park)? We must (arrive on time). We mustn't (run).*
- *Open / Don't open the door, please.*
- *Chop the vegetables.*

Vocabulary

Production

- Actions (*go to the cinema, run, play football, skate with friends, feed the dog, ride the bike, play video games, make the bed, wash the dishes*)
- Pieces of furniture (*bed, table, armchair, fridge, bathtub*)

PAGE 15

Read the topic of the unit aloud and draw students' attention to the photo. Invite the class to describe the situation and ask guiding questions: *Where is the woman?, What is she doing?*

What do you think of her attitude? Is she obeying a social rule?

Help the class with vocabulary and write key words on the board as they will be useful for the following activities. Explain to students that they are going to

reflect on the subject as they do the activities.

Remember this section has a double purpose. It can be used to present structures and language issues at the beginning of the unit and / or for self-evaluation at the very end. It is recommended to remember that knowing what structures will be worked on ahead is of great help for students. In this way, they can have a general idea and get ready for the learning process.

Additional Activity

Ask several students if you can do different activities: *Can I use your pencil? Can I open the window? Can we start the class early tomorrow?.* Encourage them to respond appropriately: *Yes, of course. Sure! No, I'm afraid we can't.* Divide the board into two columns and label them *Parents* and *Teachers*. Ask questions and invite students to decide who they might ask these questions to, then write them in the correct column: *Can I go to a football game on Saturday? (Parents). Can I go to the bathroom? (Teachers).* Get some volunteers to take your place and ask questions.

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PLANET WARRIORS SOCIAL EMOTIONAL LEARNING



Following and respecting rules

Clear rules are necessary to define boundaries and act with respect. Having students discuss and analyse rules help them become aware of the importance to follow them. Remind your students that a positive attitude is the key to successful learning.

1 Listen and tick (✓) the correct option.

Invite students to have a look at the picture of the boy playing video games. Ask some guiding questions:

Do you ask permission to play video games? What do you ask permission for at home? Write students' ideas on the board and play the audio file. Stop before Matt makes an excuse and tell the class to choose which of the three possible reasons Matt will say. Then discuss with the class what they think the right choice will be and play the audio to check. Ask the class if they have similar dialogues when they ask their parents for permission. Encourage them to mention rules at home and explain if there are consequences when they do not obey them.

TRACK 06

Dad: *Matt, what are you doing?*

Matt: *Can I play video games, Dad?*

Dad: *Not again! You mustn't be in front of the screen all the time.*

Matt: *But I'm bored and I don't want to read. Can I go to see my friends at the park?*

Dad: *Yes. But first, you must tidy your room, do your homework and feed the dog.*

Matt: *Oh Dad! I can't do all that for today. My room is a mess.*

ANSWER KEY

My room is a mess.

Eco Grammar

Direct students' attention to the grammar board and explain that it focuses on the uses and forms of *must* and *can*. Invite a volunteer to read the explanations and examples. Explain that the form of these verbs is the same for all persons.



2 Write the verbs. Then ask and answer with your classmate.

Tell students to read the statements and to connect each one to one of the verbs in the box. Once they finish writing the verbs carry out the correction of the activity with the whole class. Then, divide students into pairs and ask them to make dialogues using the ideas in the notes. Get two volunteers to read the example: *Can I go to the cinema? Yes, you can but first you must feed the dog!* Focus on the use of *can* and *must*. Invite several pairs to act out their dialogues in front of the class.

ANSWER KEY

1 go; 2 play; 3 ride; 4 skate; 5 go; 6 study; 7 tidy; 8 make; 9 feed; 10 wash

PAGE 17

3 Circle the correct option.

Read out loud Eco's question *What other rules do you follow at school?* to the students and tell them to circle the correct option in the *school rules* section. Finally call some volunteers to read their answers and correct with the rest of the class.

ANSWER KEY

1 must; 2 mustn't ; 3 must; 4 mustn't; 5 must; 6 mustn't

4 Look and complete with *must* or *mustn't*.

Have the class look at the webpage and read the name. Elicit whose page it is and why there are rules in the post: It's a school webpage / blog and there are rules because it's the beginning of the school year. They can deduce it from the picture and the phrase: *Welcome back to school!*

Invite students to complete the rules. Then, get some students at random to read and check the answers.

ANSWER KEY

1 must; 2 mustn't; 3 must; 4 mustn't; 5 must; 6 mustn't

5 Write about your school rules using the prompts. Then add more rules.

Ask the students to write about the school rules by using the phrases on the left. Then, ask them to add more rules and write them down in the notepad. Invite some volunteers to read the answers aloud to check.

ANSWER KEY

We mustn't drink or eat in class; We mustn't use our phone; We must wear a uniform; We must raise our hand to speak

Additional Activity

Divide students in pairs. Ask them to research cultural etiquette in their country and write an interesting tip: *You mustn't tell somebody you like his / her shirt because he / she will probably give it to you.* Tell students to draw an amusing skit to illustrate their tip. Invite two students to act out the skit and explain their tip to the rest of the group. Repeat the procedure with the remaining pairs.

Finally, display all cultural tips around the classroom.

SB PAGES 18 AND 19

Objectives

- To revise expressing obligation and prohibition.
- To read for specific information.
- To discuss and express opinions.
- To identify commands and instructions.

Language Focus

Production

- *Children must (wear a uniform).*
- *Children mustn't (shout).*

Vocabulary

Production

- School subjects (*Maths, Language, Geography, History*)
- Adjectives (*funny, interesting, boring*)

Additional Activity

Write the name of different places on the board and bring sentences expressing obligation and prohibition in strips of paper. Invite volunteers to read the sentences aloud and decide where they can find these rules and stick them next to the corresponding place; for example: *You mustn't use your phone (the bank). You must leave your backpack in the lockers (the supermarket). You mustn't take drinks or food in (the library). You mustn't use a camera (the museum). You must show your ticket at the entrance (the theatre, the library, the cinema, the museum).*

PAGE 18

PLANET WARRIORS SUSTAINABLE DEVELOPMENT GOALS



N° 4 - QUALITY EDUCATION

SDG4 focuses on ensuring inclusive quality education for all. Every child, no matter where he/she lives, should get the chance to go to school to learn to read, write and have an opportunity to learn.

Students can practice SDG4 by valuing their own education, helping classmates and being curious learners. Sharing knowledge and being kind to others creates a very positive impact too.

1 Listen and read. 07

Have the students describe the children in the photos and invite them to read the comments.

Tell the class that after listening and reading they have to vote which school they would like to attend and why. Play the audio file, keep pace with the class reading the article in silence and then share their opinions. Write the votes on the board to check the percentage that corresponds to each comment.

As a follow up activity you can divide the class into two teams and ask them to prepare a poster describing their school, the rules they have and what they like about it.

TRACK 07 07

Girl: *In today's podcast, we talk about school rules. You can also find our post about school rules on our social networks and read some interesting facts and some funny comments, too. If you think that rules are the same in all schools, you must listen to these students. They go to different schools and they share with us some rules that are not very typical.*

Oliver: *In my school, mindfulness is part of the lessons. We must do activities like breathing exercises and guided relaxation. There are a lot of different activities so it's never boring! We must do meditation at the beginning of the school day, too. I like starting classes in this way because I feel relaxed and I can focus on the lessons. In the classroom, there is a special place with worksheets with mindfulness activities and objects that can help us to stay calm, too.*

Julia: *I must study traditional subjects and non-traditional subjects. I like learning Language and History but I don't like studying Geography. The non-traditional subjects include Financial Education and Public Speaking and they are more practical. And we must choose one subject from these options: first aid, woodworking and cooking. I love cooking lessons! We must prepare healthy dishes with local products to pass the subject. It's the best exam!*

Clare: *At school, we must study Environmental Education. We learn about recycling, renewable energy and conservation. We don't have exams but we must participate in environmental projects for the community, go on field trips to natural places and take eco-friendly actions. We think the subject is very interesting because we learn about our impact on the environment and, at the same time, we can do positive things to reduce the negative effects.*

2 Read the comments again and write: Oliver, Julia or Greg and Clare.

Invite the class to go over the posts again and answer who said each statement.

ANSWER KEY

1 Julia; 2 Oliver; 3 Greg and Clare; 4 Oliver; 5 Julia; 6 Greg and Clare; 7 Julia; 8 Oliver

3 Answer with your classmate.

Pair up students to discuss the questions in the activity. Suggest they write their answers on a slip of colour paper to make a post. You can display the posts on a board or poster of construction paper in the classroom.

ANSWER KEY

Students' own answers

PAGE 19

4 Listen and complete the commands. Then match them with the photos. 08

First of all, have the class read the commands and the words in the box and give them some minutes to match and complete them. Then play the audio file to correct with the class and ask them to find the corresponding picture to the description. Alternatively you can ask the class to match first the pictures with the commands and then listen to complete the missing words.

TRACK 08 08

Narrator:

- 1 Close your eyes and take a deep breath.
- 2 Don't throw recyclable paper into the rubbish bin.
- 3 Clean and tidy the kitchen.
- 4 Don't start cooking without all the ingredients.
- 5 Write down things you're grateful for.
- 6 Water the vegetable garden, please.


ANSWER KEY

Pictures from left to right, top to bottom:

- 2 Don't throw recyclable paper into the rubbish bin.
- 5 Write down things you're grateful for.
- 6 Water the vegetable garden, please.
- 3 Clean and tidy the kitchen.
- 1 Close your eyes and take a deep breath.
- 4 Don't start cooking without all the ingredients.

Eco Grammar

Draw students' attention to the note to revise the use of the imperative form. Emphasise the use of **please** to be polite. Go through the examples with the whole class. Encourage students to think of commands and instructions used in the classroom.



5 Write three more rules for one of the schools in exercise 1. Then listen to your classmate and guess.

Invite students to write three more school rules for one of the schools they can choose from exercise 1. They can use the red banner box to write the prohibitions and the green one for the obligations. Explain that they have to share the ideas with their classmates so they can guess which school they are talking about.

ANSWER KEY

Students' own answers

Additional Activity

Circle Writing

Divide the class into five groups and have them sit in circles. Give one member of each group a sheet of paper. Invite him / her to write a command that can be carried out in the classroom; for example: *Pick up your schoolbag*. Ask him / her to fold the paper to cover the sentence and pass the paper on so that the next student can write a command. Continue until all students have written a sentence. Invite a volunteer from one group to unfold the paper and read out the commands for his / her group members to carry out. Repeat the procedure with the remaining groups.

SB PAGES 20 AND 21

Objectives

- To read and listen for specific information.
- To give commands and instructions in a polite way.
- To understand and give cooking instructions.

Language Focus

Production

- *Open / Don't open the door, please.*
- *Sprinkle with cheese.*

Vocabulary

Production

- Cooking verbs (*spread, cook, sprinkle, boil, chop, add, peel, stir, roast, bake*)

PAGE 20

1 Listen and tick (✓) the correct plans.



Greg and Clare are organising an eco-festival. Invite students to listen to the audio file to tick the correct plans. After listening, get some volunteers at random to check the answers.

TRACK 09 09

Clare: *Greg, the eco-festival is next Saturday. Can you help me check the things we must do?*

Greg: *Sure! We must pick some vegetables from the vegetable garden for the cooking class.*

Clare: *It's true! Sarah and Ben are going to make a veggie recipe.*

Greg: *Oh! And I must contact the DJ. My best friend's sister is going to play some music and help us with the sound during the special events.*

Clare: *OK. And I must make the recycling bins with Lisa and Mary. We are going to collect some boxes from different shops and we are going to put recycling signs on them. Then we are going to place them next to the stalls and near the stage.*

Greg: *And what about the decoration? We must decorate all the place.*

Clare: *Yes, don't worry! Mark is going to put up posters with eco-friendly tips. And the teacher is going to give us solar lights.*

Greg: *Well, so that's all.*

Clare: *Wait! We mustn't forget one important thing. We must share the event on our social networks.*

Greg: *You're right! I'm going to design a flyer with all the information. Then I'm going to send it to the class chat so that everyone can share it.*

Clare: *That's perfect! Thanks, Greg!*

ANSWER KEY


pick vegetables for the cooking class ✓	sell second-hand clothes ✗
contact the DJ ✓	make recycling bins ✓
give reusable bottles ✗	use compostable plates ✗
decorate the place ✓	share the event on social networks ✓

Additional Activity

Invite the first student in a row to stand up, say an imperative sentence and carry out the action: *Move your pencil*. As soon as he / she has done this, ask the second student to stand up. Tell him / her to repeat what the first student has said and done and continue the sequence in the same way: *Move your pencil. Don't clap*. If a student forgets the sequence, ask him / her to start again.

Eco Grammar

This grammar board will help students focus on the use of the affirmative form of *going to*. Go through the examples with the whole class. Give students time to analyse the new structure and understand how to organise it. After this, draw students' attention to the chart and the different forms of *going to*.



2 Listen again and write T (True) or F (False).

Greg and Clare are still organizing the eco-festival and checking who is responsible for some of the activities. Tell the class to listen to the conversation again and write true or false next to each statement.

ANSWER KEY

1 T; 2 F; 3 T; 4 T; 5 F

PAGE 21

3 Listen and put a tick (✓) or a cross (X). Then write the sentences.

Clare is checking the plans for the eco-festival. Have the class read the statements first and then listen to her conversation with Luke to tick or cross each item. Play the audio file and pause for students to mark each statement, then play it again for a final check and ask them to write the complete sentences using *going to*. Correct with the whole class.

TRACK 10

Clare: Hi, Luke! I'm organising the schedule for the eco-festival. You're going to participate in the recycling event with Jack, right?

Luke: No, we aren't going to work together because I'm going to cook. And the recycling lesson and the cooking lesson are going to be at the same time.

Clare: Oh no! That's bad. I must change this. What time are the lessons going to start?

Luke: At 3 pm. And they're going to last one hour.

Clare: Well, the cooking lesson is going to be at one pm. You can cook and then people can try your food. What are you going to cook?

Luke: Hmm, I'm going to make vegetarian pizza. Remember to buy the vegetables.

Clare: We aren't going to buy vegetables. We're going to use the fresh vegetables from the vegetable garden. Can you make a list of the vegetables you need?

Luke: OK. I'm going to send it to the class chat.

Clare: Great! So, the cooking lesson is going to start at one pm and finish at two pm. And then, we are all going to attend the recycling lesson.

Luke: Super! I can help Jack.

ANSWER KEY

1 Luke is going to cook. 2 The lessons are going to last 1 hour. 3 Luke isn't going to make hamburgers. 4 Clare isn't going to buy vegetables. 5 The cooking lesson isn't going to finish at 1 pm. 6 Luke is going to help Jack.

Additional Activity

Party Time

Ask students to imagine that they are going to have a party next week. Bring construction paper and write Party Time! in the centre and different categories for the class to complete with vocabulary.

Bring word cards and invite students to stick them with the corresponding category; for example: *Type*

of party (Birthday party, Halloween party, Costume party, Surprise party), *Food* (sandwiches, cake, cookies, hamburgers), *Music* (rock 'n' roll, pop, folk), *Activities* (games, magic show, barbecue), *Place* (home, park, school, sports centre) and *Party theme* (the jungle, space, board games).

4 Read the instructions and number the photos.

Luke is watching recipes online to prepare his vegetarian pizza. The class' mission is to help Luke to match the instructions with the photos. At the end, call a volunteer to read the answers.

ANSWER KEY

Pictures from left to right, top to bottom:

3 Chop vegetables: pepper, onions, tomatoes and broccoli. **1** Put the dough on a pizza pan. **6** Cook in the oven for 20 minutes. **4** Add the vegetables on top. **2** Spread tomato sauce on top. **5** Sprinkle with cheese.

5 Invent your recipe.

To carry out this activity it would be nice if you could show the class some videos of chefs cooking recipes. It will provide ideas for your students to invent their own recipes. Go over the verbs and pictures on the left of the exercise and show, if possible, these verbs by miming or in a video. Visual aids are of great help.

Students can write their recipes (for example: *1. Open the can of tuna. 2. Put the tuna in a bowl. 3. Add some cooked potatoes and peas*) and share them with the class. You can invite them to cook their own recipes at home and bring some to share in class.

ANSWER KEY

Students' own answers

SB PAGES 22 AND 23

Objectives

- To talk about future plans.
- To read for specific information.
- To correct wrong information.

Language Focus

Production

- *I am / am not going to (have PE). He / She is / isn't going to (cook pizza).*
- *We / You / They are / are going to reuse materials.*

Vocabulary

Production

- Actions (*buy drinks, make pizzas, contact the DJ, send invitations, have a party*)

TRACK 11 11

Bill: *Hey! We must finish the project on renewable energies. Can you meet tomorrow?*

Alice: *Peter and I are going to search for information tomorrow afternoon. What about the next day?*

Kim: *I can't meet on Tuesday. I'm going to take piano lessons. But I can buy the materials we need after that.*

Bill: *Don't worry, Kim. We're going to reuse materials from home.*

Alice: *I know! We aren't going to have PE lessons after lunch on Wednesday. Let's work together that day!*

Kim: *I'm going to ask my parents if we can go home after school. My dad is going to make pasta.*

PAGE 22

1 Complete the dialogue with *Going to*. Then listen and check. 11

Bill, Alice and Kim are going to meet in order to finish a project on renewable energies. Invite the class to look at the picture and infer what they can be saying. Then play the audio file and stop to have students complete the blanks with the corresponding verbs. Call some volunteers to read the whole conversation and check for errors.

ANSWER KEY

are going to search; am going to take; are going to reuse; aren't going to have; am going to ask; is going to make

Eco Grammar

This grammar board will help students understand the use of the interrogative form of *going to*. Go through the examples with the whole class. Give students time to analyse the new structure and understand how to organise it. After this, you can play a *guess the plan* game: prepare a set of cards with future plans as in: *She is going to travel next summer / They are going to bake biscuits*. One team reads the sentence without the plan and the other must guess: *Is she going to travel tomorrow? Are they going to bake a cake?* You can prepare cards with missing information to revise vocabulary as well. The team that scores the most correct answers after 4 attempts is the winner.



2 Read the dialogue again and answer.

Invite the class to read the conversation again and answer the questions in this activity. Check the answers by calling some volunteers to read them out loud.

ANSWER KEY

1 No, they aren't. 2 Yes, she is. 3 No, he isn't. 4 Yes, they are. 5 Yes, they are. 6 No, he isn't.

3 Write your plans. Then ask and answer with your classmate

Have each student answer about his / her plans by addressing the questions: *What are you going to do... / after school? / tomorrow morning? / on Sunday afternoon? / next holidays?* Suggest they write their plans on the notepad and then they can ask and answer about them with their classmates. Walk and monitor performance in class while you assist with vocabulary.

ANSWER KEY

Students' own answers



CITIZENSHIP AND TECHNOLOGY: Digital Citizenship

Elicit from your students what they understand for digital citizenship and write their ideas on the board. You can address the topic by explaining that digital citizenship implies a responsible use of technology, the internet and social media. It means behaving respectfully and understanding digital rights and responsibilities in the digital world.

1 Read the infographic and complete with *must* or *mustn't*.

Have students read silently the infographic and complete with *must* or *mustn't* according to the context. When they finish, start reading the text again and stop to correct the activity with the class.

Ask them to summarize what they have read by making a list of important rules to follow in order to be digitally responsible. They can use the list to make an infographic.

ANSWER KEY

1 *must*; 2 *mustn't*; 3 *mustn't*; 4 *must*; 5 *must*; 6 *must*; 7 *mustn't*; 8 *mustn't*



STEAM PROJECT

2 Make an infographic.

Students can take advantage of the summary of rules they've made in activity 1 to make an infographic. Ask them to include more rules to the infographic by researching the web. They should also prepare a short quiz to find out if people follow the rules of digital citizenship. They must analyse the results and organize the information to create the infographic and present it to the class.

REVIEW UNITS 1&2

PAGE 24

This section has been created to integrate all the functions, notions and vocabulary presented throughout the unit. Students use the language to complete a task related to a topic of a specific subject. And they also reflect on different personal aspects and on relationships to increase their social and emotional skills.

1 Complete about you. Then ask your classmate.

Invite the class to complete the file about themselves. When they finish they should use the question words below to ask their classmates. Have some students share their notes with the rest of the class.

ANSWER KEY

Students' own answers

PAGE 25

2 Listen and circle the correct option.



Invite students to read the statements first. Then play the audio file and stop at each statement for the class to choose the correct option.

TRACK 12 12

Boy: *Hi! I'm Fred. I'm twelve years old and I'm from Canada. I live with my dad and brother. He's ten years old. He's got brown eyes and short blonde hair, just like me. We live in a small city and everything is very near our house. I usually walk to school with my brother but my dad drives to work. He's a doctor and he works in a hospital in another town. I'm very active and I love practising sports. I go to the sports centre three times a week. I play basketball and football and I go swimming, too. When I'm not training, I like doing eco-friendly activities. I'm very eco-conscious and I usually participate in ecological campaigns. Next Saturday, I'm going to attend an eco-festival in the park. The eco-club is the organiser and they are sharing some rules that we must follow during the event. I think it's going to be interesting!*

ANSWER KEY

1 b; 2 c; 3 a; 4 a; 5 b; 6 c

3 Write about Fred's town using the prompts.

Have the class read the poster with the prompts to write about Fred's town. When the students finish, correct with the whole class.

ANSWER KEY

1 There is a big park. 2 There aren't tall buildings. 3 There are solar panels. 4 There are lots of cycle lanes. 5 There isn't a cinema. 6 There aren't any shopping centres.

PAGE 26

4 Look at Fred's bedroom and answer.

Invite students to look at Fred's bedroom photograph and answer the questions about it. Call some volunteers to read out loud and correct with the rest of the class.

ANSWER KEY

1 No, there isn't. 2 Yes, there are. 3 No, there aren't.
4 No, there isn't. 5 Yes, there is.

5 Write must or mustn't.

Remind the class about the importance of being eco-friendly and invite them to complete the eco-festival rules using must or mustn't in each statement. Carry out choral correction.

ANSWER KEY

1 must; 2 mustn't; 3 mustn't; 4 must; 5 mustn't

6 Complete Fred's plans with the correct form of *Going to*.

Now, the students' mission is to complete Fred's plans using the correct form of the verb. Correct with the whole class.

ANSWER KEY

1 are not going to wake up; 2 is not going to do, is going to bake; 3 is not going to take, are going to ride; 4 is going to take place; 5 is going to celebrate

Remember that this set of reinforcement activities can be used when students need extra written practice of vocabulary or a specific language structure. These activities can also be solved at the end of the unit to integrate and consolidate all the concepts learnt.

1 Complete with *can, can't, must or mustn't*.

1 Can; 2 can't; 3 must; 4 can't; 5 Can; 6 mustn't; 7 can't; 8 must; 9 must; 10 Can; 11 mustn't

2 Look and write sentences using the prompts.

1 must tidy your room; 2 mustn't play video games; 3 mustn't use your phone; 4 You must do your homework; 5 You must feed the dog

3 Complete the commands and match them with the signs.

1 Don't shout; 2 Don't go; 3 Throw; 4 Wash; 5 Don't use; 6 Don't eat

Pictures from left to right: 5, 3, 6, 1, 4, 2

4 Classify the rules to be a good school citizen. Then write two more rules.

You must: respect all the community; help others; be honest and responsible

You mustn't: damage furniture or draw on walls; misbehave in class; leave rubbish in the classroom

5 Match the verbs with the pictures.

1 c; 2 e; 3 b; 4 a; 5 d

6 Look and answer.

1 He's going to ride his bike; 2 They're going to play tennis; 3 She's going to see; 4 They're going to wash their hands; 5 She's going to travel

7 Write true sentences about your plans for the weekend.

1 I'm going to visit my grandparent. 2 I'm going to walk my dog. 3 My family and I are going to play

board games. 4 My friends and I are going to pick up rubbish in the park.

8 Complete the dialogue.

1 Are; 2 am; 3 am; 4 is; 5 Is; 6 isn't; 7 are; 8 Are; 9 aren't; 10 are

9 Look and answer.

1 Yes, he is. 2 No, she isn't. 3 Yes, they are. 4 Yes, he is. 5 No, they aren't.

1 Read and answer.

1 She lives in Boston. 2 Yes, she has got two pets. 3 Her mum is a designer and her dad is a chef. 4 Yes, there are. 5 No, there isn't. 6 She likes going to vintage shops and making videos.

2 Look at Lily's bedroom. Write *There is, There isn't, There are or There aren't*.

1 There is; 2 There isn't; 3 There aren't; 4 There aren't; 5 There is

3 Write the rules in Lily's neighbourhood.

1 You mustn't make loud noises. 2 You must use the cycle lanes to ride bikes. 3 You mustn't throw rubbish in the streets. 4 You mustn't swim in the lake. 5 You must separate rubbish.

4 Read the notes and complete Lily's plans with the correct form of *Going to*.

1 isn't going to; 2 are going to; 3 is going to; 4 is going to; 5 aren't going to

5 Now answer about your plans. Are you and Lily going to do similar things?

Students' own answers